

SECTION 5 - PROGRAM NARRATIVE

computer facilities with certified teachers (preferably from the local school district) to assist and encourage student achievement with focus on special education pupils and English Language Learners. Education 2020 communicates directly with school administrators and lab facilitators throughout the course of a student's supplemental learning.

Teachers utilized by Education 2020 to provide virtual instruction continue to teach in public and private schools around the country and must abide by continuing education and enrichment programs as directed by state and federal mandate. Professional development is ongoing as mandated by each instructor's LEA and state of primary employment rules and regulations for certification.

All Education 2020 personnel are subject to performance reviews annually. Surveys conducted by Education 2020 seeking input from students, parents and LEAs are utilized along with student performance data to determine areas where improvement in instruction/presentation is needed.

EVIDENCE OF EFFECTIVENESS IN INCREASING STUDENT ACHIEVEMENT

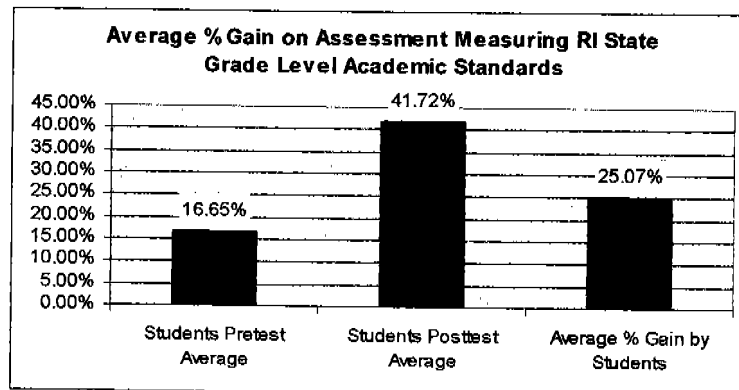
Providence Public School District, Providence, Rhode Island

In March 2005, the Education 2020 Virtual Tutor Math programs were implemented at 2 schools in the Providence Public School District, Samuel Bridgman Middle School and Roger Williams Middle School. Providence Public School District is located in Providence, Rhode Island, serving K-12 consisting of 54 schools with an enrollment of 27,580. Demographics are 45% Hispanic and 20% Black Non-Hispanic. 72% are eligible for free or reduced lunch.

All students were currently enrolled in 6th, 7th, or 8th grade mathematics. Students were scheduled to attend the program 2 days a week for 1 hour of instruction per day after school for Education 2020 Math. Upon commencement of the program, students were given a pretest to determine current competency levels

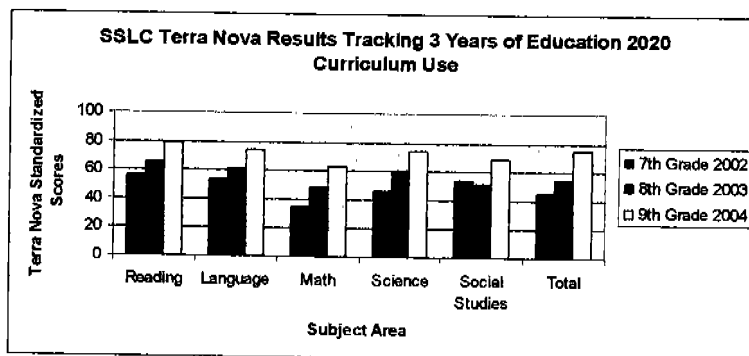
according to grade level state academic standards. After approximately 18 hours of instruction, students were given a post test to determine increase in proficiency. Student increase between the pre and post test are shown in the chart below.

Based on the pre and post test scores, the average percent improvement for students on their math scores was 151%. The highest increase in score was 63%, while the minimum was 5%. Students who showed a high proficiency on the pretest also made excellent progress. For example, a student that received a 48% on the pretest scored a 74% on the posttest, a 26% increase.



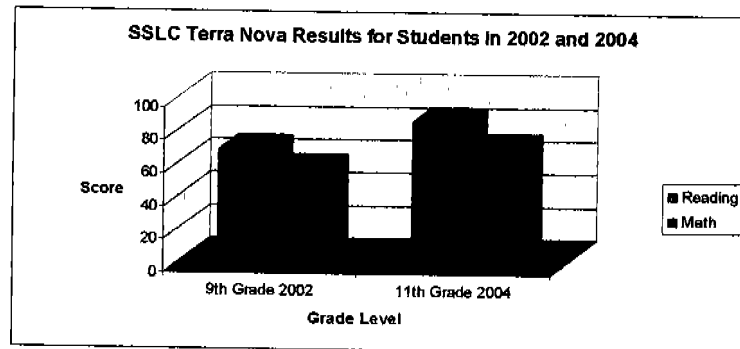
Southwest Secondary Learning Center, Albuquerque, New Mexico

Although used for supplemental education services, Education 2020 curriculum is versatile and rigorous enough to be used as a complete curriculum. Southwest Secondary Learning Center has utilized Education 2020



SECTION 5 - PROGRAM NARRATIVE

as their sole curriculum since Jan 2001 without traditional class. The results show the direct relationship between the E2020 Curriculum and the Southwest Secondary Learning Center's standardized testing results on the Terra Nova. The Terra Nova aligns with all three parts of the *Standards for Educational and Psychological Testing* and has provided an excellent tool for schools to evaluate student progress for many years. New Mexico mandated standardized testing is based on the Terra Nova. This sampling is an excellent demonstration of effectiveness because testing outcomes of students is solely a result of being educated exclusively in core curriculum through E2020 Virtual Programs. Terra Nova test results achieved by Southwest Secondary Learning Center (Albuquerque, NM) students show solid gains utilizing the Education 2020 curriculum for students enrolled in 7th, 8th, and 9th grade for the period of 2002 through 2004 and students enrolled in 9th and 11th grade for the period of 2002 through 2004.



Warren Consolidated School System, Warren, MI

In the Warren Consolidated School System (Warren, MI), a review of Final Virtual Learning Report, Years 1 (2002) and 2 (2003) concluded that due to program design and excellence of instructional staff:

- The program continuously provided nearly 100% recovery results for every participant.
- Participation in the multiple pilots over the course of the 2001-2002 and the 2002-2003 school year resulted in students either recovering or acquiring new credit.
- The major achievement for the district was promoting a performance based learning program that permitted students to work at their own pace. Students continuously praised this particular aspect of the program and cited it as the primary reason for their success.
- The completion statistics show that it is effective, the teachers perceived it as effective, and the counselors perceived this as a viable option for necessary student placement.

El Paso Independent School District, El Paso, Texas

In the El Paso Independent School District (El Paso, TX), Education 2020 programs have been utilized since June 2004. Education 2020 provided a cost effective means to supply classes to nearly 184 students taking approximately 223 classes to graduate. Of these, 10% were special needs students. The program attained a 97% completion rate for general students and 78% completion rate for the special needs students. The special needs student completion rate was nearly double their standard rate for summer school completion. As of February 2005, El Paso has 2,600 students enrolled in 4500 courses. 1,102 students have already completed 1,521 courses between August 2004 and January 2005. During the week of February 12 – 19, 2005, over 1,420 students logged onto the E2020 Virtual Tutor to take 1,829 course classes.